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AUTHOR Akin, James N.
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ABSTRACT

This monograph contains results from a questionnaire sent to members of the Association for School, College, and University Staffing on the topic of teacher supply and demand in the United States. Two hundred and seventy-nine responses were received. Tables present data on: (1) employment opportunities for the teaching year 1985-86 compared to those for 1981-82 and for 1984-85; (2) average salary reports for beginning teachers by region; (3) relative demand by teaching area and year; and (4) teacher supply and demand by field and region. Participating institutions are listed and a copy of the survey questionnaire is appended. (JD)

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TENTH ANNUAL

TEACHER SUPPLY/DEMAND 1986

A Report Based Upon An Opinion Survey Of Teacher Placement Officers

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Box 4411
MADISON, WISCONSIN 53711
608 271-8782

TENTH ANNUAL

TEACHER SUPPLY/DEMAND REPORT

Based Upon an Opinion Survey
of Teacher Placement Officers

1986

Survey and Report by:

James N. Akin
Career Planning and Placement Center
Kansas State University
Manhattan, Kansas 66506
913 532-6508

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INTRODUCTION

This publication contains the tenth annual supply/demand report sponsored by the Association for School, College and University Staffing (ASCUS.) The initial report in 1976 surveyed the entire membership of ASCUS. During recent years a sample of teacher placement officers, mostly members of ASCUS, have been surveyed from throughout the United States for the annual report.

This year, for the tenth annual report, questionnaires were again sent to all teacher placement offices in ASCUS. Six hundred and twenty five questionnaires were mailed in October, 1985 and two hundred and seventy-nine were received in time and condition to be used in this report.

The basic portion of the survey instrument has remained relatively constant throughout the ten year period and this report contains material from previous years for comparison purposes.

A special thank you goes to Rosie Ferris of Kansas State University for her dedicated assistance toward the development of this report.

MAP OF REGIONS

AK=Alaska, HI=Hawaii, 1=Northwest, 2=West, 3=Rocky Mountain, 4=Great Plains/Midwest, 5=South Central, 6=Southeast, 7=Great Lakes, 8=Middle Atlantic, 9=Northeast.

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SUPPLY/DEMAND

Teacher placement officers expect opportunities for teachers to continue to improve. Seventy-seven percent of the respondents expect the job market to be better or much better this year for elementary teachers. Seventy-four percent expect the job market to be better or much better for secondary teachers.

Respondents again reported that, during recent years, opportunities for teachers have improved. Eighty-one percent indicated that opportunities for elementary teachers were better or much better and seventy-nine percent indicated that opportunities were better or much better for secondary teachers when compared to four years earlier. Similar but less strong indications were given when teacher opportunities were compared to those of one year earlier.

The chart which follows indicates the improving opportunities for teachers in the United States.

Question: In general terms how available were employment opportunities for elementary and secondary teachers for the 1985-86 teaching year (last completed placement season) compared to those one year earlier?

%	#	Elementary:	%	#	Secondary:
19	50	much better	14	38	much better
54	143	better	54	146	better
23	62	same	28	76	same
2	6	worse	3	7	worse
1	3	much worse	0	1	much worse
*99	264		*99	268	

Question: In general terms how available were employment opportunities for elementary and secondary teachers for the 1985-86 teaching year (last completed placement season) compared to those four years earlier (1981-82)?

%	#	Elementary:	%	#	Secondary:
45	115	much better	40	102	much better
36	92	better	39	100	better
8	20	same	12	31.5	same
9	22	worse	8	19.5	worse
2	5	much worse	1	3	much worse
100	254		100	256	

Question: In general terms as compared to one year earlier, how do you expect employment opportunities to be for elementary and secondary teachers for the approaching 1986-87 teaching year (current placement season)?

%	#	Elementary:	%	#	Secondary:
21	55	much better	17	45	much better
56	146	better	57	147	better
22	59	same	25	64	same
1	3	worse	2	4	worse
0	0	much worse	0	0	much worse
100	263		*101	260	

*Due to rounding

In the fields of math, physics, chemistry, bilingual education, multiply handicapped, and mental retardation there is a considerable shortage of teachers. In eleven additional fields there is some shortage of teachers.

In physical education there continues to be a considerable surplus of teachers. Five additional fields have some surplus of teachers.

Of the forty fields surveyed, supply and demand are approximately balanced in seventeen fields.

Placement officers in the Northwest (Region I) and Great Plains/Midwest (Region IV) expressed lower levels of optimism relative to teacher opportunities than did their counterparts in other regions.

The demand for elementary candidates has grown rapidly during the last two years. When considering the entire United States the supply/demand is approximately balanced. Previous reports indicated elementary candidates in considerable surplus, and later in some surplus.

The heaviest months for vacancy reporting are May for elementary, May for secondary and June for special education.

More respondents indicated that their candidate numbers were decreasing than indicated increases. Twenty-nine percent indicated decreases of over five percent during the past two years; twenty-one percent indicated an increase of more than five percent. Fifty percent reported no change or changes of less than five percent.

Women continue to be in the majority among beginning teacher candidates. Sixty-seven percent of the respondents reported that ten percent or fewer of their beginning elementary candidates were men. Thirty-two percent of the respondents indicated that fifty percent or more of their secondary candidates were men. Seventy-eight percent of the respondents indicated that eighty percent or more of their special education candidates were women.

Minorities are poorly represented numerically among new teachers. Eighty-six percent of the respondents indicated that ten percent or fewer of their elementary candidates were of an ethnic minority group. Eighty-five percent of the respondents reported that ten percent or fewer of their secondary candidates were of an ethnic minority group. Eighty-four percent of the respondents indicated that ten percent or fewer of their special education candidates are of an ethnic minority group.

On a separate questionnaire participants were asked if and how they used the teacher supply/demand report. Two hundred and sixty-eight responded to that question and of that number, two hundred and fifty-six or 95.5% reported that they used the report.

Sharing with students was the use most frequently reported, followed by sharing with faculty; sharing with college administration; comparing with statewide data; sharing with school administrators (employers) and miscellaneous other uses.

AVERAGE SALARY REPORTS

The following average salary reports for beginning teachers are from data which were furnished by survey respondents. The average in some cases are based upon limited salary input--thus reliability is not assured.

Average beginning salaries vary greatly among institutions throughout the United States. The average beginning salaries reported by respondents for their elementary/secondary teachers ranged from $9,000 to $20,617 at the bachelor's level and $13,500 to $27,000 at the master's level. Average beginning special education salaries ranged from $12,500 to $22,000 for bachelor's candidates and $13,500 to $24,000 at the master's level.

It is hoped that this limited information can be helpful until more complete information is available.

		Special Education		Elementary/Secondary	
		Bachelors	Masters	Bachelors	Masters
Region 1	1984-1985	$15,325	$15,700	$14,525	$17,575
	1985-1986	14,917	16,967	14,800	16,900
Region 2	1984-1985	14,900	16,000	14,900	16,000
	1985-1986	18,334	19,820	18,060	18,995
Region 3	1984-1985	15,492	18,400	15,075	16,725
	1985-1986	15,964	18,100	15,805	17,601
Region 4	1984-1985	14,169	15,470	14,189	15,724
	1985-1986	15,116	17,590	15,261	17,774
Region 5	1984-1985	14,632	16,423	14,231	16,847
	1985-1986	16,968	17,596	16,798	17,626
Region 6	1984-1985	14,175	15,625	14,050	15,500
	1985-1986	15,480	17,236	15,194	17,044
Region 7	1984-1985	14,980	15,900	14,677	15,667
	1985-1986	14,942	17,390	14,936	17,428
Region 8	1984-1985	12,900	15,167	13,000	15,167
	1985-1986	16,317	18,440	14,743	17,629
Region 9	1984-1985	12,938	13,417	12,436	13,300
	1985-1986	14,171	16,383	14,339	16,757
Alaska	1984-1985	27,500	31,000	27,500	31,000
	1985-1986	28,000	32,000	28,000	32,000
Hawaii	1984-1985	15,036	16,140	15,036	16,140
	1985-1986	--	17,490	16,365	17,490

ASCUS Supply/Demand
January, 1986

James N. Akin
Kansas State University

RELATIVE DEMAND BY TEACHING AREA AND YEAR
Continental United States

Based upon a Survey of Teacher Placement Officers

	1986*	1985	1984	1983	1982	1981	1976*
Teaching fields with considerable teacher shortages.....(5.00-4.25):							
Mathematics	4.55	4.71	4.78	4.75	4.81	4.79	3.86
Science-Physics	4.44	4.57	4.45	4.46	4.41	4.56	4.04
Science-Chemistry	4.40	4.42	4.25	4.30	4.13	4.42	3.72
Bilingual Education	4.27	4.12	4.04	3.83	4.13	4.10	--
Special Education-Multi. Handi.	4.25	3.94	3.77	3.82	3.93	4.13	--
Special Education-MR	4.25	3.76	3.55	3.71	3.84	4.14	2.87
Teaching fields with some teacher shortage.....(4.24-3.45):							
Special Education-LD	4.23	3.95	3.98	4.09	4.20	4.47	4.00
Computer Science	4.22	4.37	4.34	--	--	--	--
Special Education-ED/PSA	4.20	4.02	3.84	4.08	3.98	4.22	3.42
Speech Pathology/Audio.	4.09	4.01	3.83	3.62	3.95	4.27	3.68
Data Processing	3.97	4.30	4.18	4.36	3.86	--	--
Special Education-Gifted	3.91	3.85	3.74	3.80	3.81	4.10	3.85
Science-Earth	3.86	3.79	3.70	3.80	3.89	4.08	3.44
Science-General	3.82	3.65	3.65	--	--	--	--
Science-Biology	3.65	3.58	3.40	4.10	3.66	3.98	2.97
Language, Mod.-Spanish	3.64	3.43	3.18	2.77	2.68	2.95	2.47
Special-Reading	3.46	3.39	3.48	3.39	3.73	4.21	3.96
Teaching fields with balanced supply and demand.....(3.44-2.65):							
Psychologist (school)	3.43	3.65	2.98	3.19	3.56	3.70	3.09
Library Science	3.39	3.49	3.30	3.09	3.12	3.31	--
Language, Mod.-French	3.34	3.31	3.00	2.59	2.49	2.58	2.15
Industrial Arts	3.30	3.65	3.50	3.96	4.36	4.72	4.22
Language, Mod.-German	3.26	3.11	3.08	2.51	2.48	2.58	2.03
English	3.25	3.14	3.13	2.90	3.21	3.37	2.05
Agriculture	3.23	3.11	3.44	4.02	4.36	4.46	4.06
Music-Instrumental	3.14	3.29	3.25	2.97	3.28	3.33	3.03
Business	3.11	3.32	3.11	3.24	3.47	3.50	3.10
Counselor-Secondary	3.05	3.08	2.67	2.83	2.79	3.13	2.69
Counselor-Elementary	3.04	3.05	2.80	3.03	2.72	3.05	3.15
Music-Vocal	2.95	3.19	3.00	2.89	2.95	3.06	3.00
Journalism	2.93	2.74	2.60	2.63	2.61	2.77	2.86
Elementary-Intermediate	2.78	2.53	2.20	2.11	2.26	2.56	1.90
Social Worker (school)	2.77	2.81	2.33	2.27	2.34	--	--
Speech	2.72	2.91	2.70	2.51	2.76	2.65	2.46
Elementary-Primary	2.70	2.57	2.13	2.11	2.02	2.24	1.78
Teaching fields with some surplus of teachers.....(2.64-1.85):							
Home Economics	2.51	2.79	2.43	2.44	2.43	2.54	2.62
Driver Education	2.46	2.65	2.61	2.94	2.77	2.87	2.44
Art	2.20	2.04	1.89	1.92	1.84	2.00	2.14
Social Science	2.11	2.17	1.91	1.75	2.11	2.05	1.51
Health Education	1.92	2.08	1.90	1.76	1.90	2.24	2.27
Teaching field with considerable surplus of teachers....(1.84-1.00):							
Physical Education	1.60	1.75	1.61	1.54	1.72	1.80	1.74

5 = Greatest Demand, 1 = Least Demand

ASCUS Supply/Demand
January, 1986

James N. Akin
Kansas State University

*Mailings for the 1976 & 1986 reports included all teacher placement offices which were members of ASCUS.

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TEACHER SUPPLY/DEMAND BY FIELD AND REGION

Region	Alaska	Hawaii	1	2	3	4	5	6
Field								
Agriculture	--	3.00	4.00	2.57	3.00	3.08	3.00	3.00
Art	2.00	2.00	1.86	1.81	2.08	2.17	2.40	2.53
Bilingual Ed.	3.00	2.00	4.29	4.74	4.50	4.24	4.63	3.45
Business	4.00	4.00	3.50	3.46	2.90	2.74	2.76	2.90
Computer Science	3.00	4.00	4.14	4.25	4.44	4.00	4.39	4.28
Counselor-Elem.	3.00	5.00	3.57	2.25	2.95	3.42	3.14	2.95
Counselor-Sec.	3.00	5.00	3.63	2.45	3.05	3.15	2.86	2.90
Data Processing	3.00	3.00	3.67	3.67	3.88	3.96	3.69	4.07
Driver Ed.	3.00	1.00	1.75	2.50	2.00	2.21	2.71	2.69
Elementary-Primary	3.00	1.00	2.38	3.58	3.00	2.29	3.58	2.79
Elementary-Intermediate	3.00	1.00	2.25	3.58	3.18	2.38	3.54	2.96
English	2.00	4.00	3.00	3.84	3.25	3.17	3.33	2.79
Health Education	4.00	2.00	1.63	2.29	1.60	1.59	2.29	2.13
Home Economics	2.00	1.00	2.25	2.25	2.38	2.31	2.38	2.31
Industrial Arts	2.00	5.00	3.50	2.83	3.20	2.78	3.55	3.67
Journalism	3.00	2.00	2.14	3.06	3.11	3.00	2.80	2.93
Language, Mod.-French	3.00	4.00	3.00	2.92	3.20	3.26	3.16	3.83
Language, Mod.-German	3.00	3.00	3.00	2.79	3.45	3.30	2.83	3.80
Language, Mod.-Spanish	3.00	4.00	3.57	3.96	3.73	3.43	3.22	3.95
Library Science	4.00	3.00	3.60	3.54	3.78	2.84	3.62	3.60
Mathematics	3.00	5.00	4.13	4.84	4.58	4.24	4.75	4.64
Music-Instrumental	4.00	1.00	4.21	3.27	3.91	3.29	2.86	2.68
Music-Vocal	4.00	1.00	3.71	2.71	3.55	3.18	2.59	2.62
Physical Education	2.00	1.00	1.17	1.86	1.67	1.25	2.24	1.86
Psychologist (school)	4.00	--	3.60	2.84	3.17	3.75	3.20	3.50
Science-Biology	2.00	5.00	2.63	4.19	3.00	3.58	3.78	4.12
Science-Chemistry	2.00	5.00	3.63	4.48	4.17	4.25	4.39	4.56
Science-Earth	3.00	5.00	3.00	4.08	3.45	3.72	4.22	4.08
Science-General	3.00	5.00	3.00	4.17	3.25	3.64	4.05	4.04
Science-Physics	2.00	5.00	3.50	4.57	4.46	4.24	4.41	4.56
Social Sciences	3.00	1.00	1.86	2.28	1.91	1.91	2.27	1.71
Social Worker (school)	--	--	2.50	3.00	2.38	2.82	2.67	2.83
Speech	3.00	1.00	2.43	2.92	3.09	2.39	2.64	3.00
Spec.-Deaf Education	3.00	4.00	3.50	3.50	4.43	3.67	4.00	4.00
Spec.-ED/PSA	3.00	4.00	4.14	4.20	4.67	4.13	4.17	4.29
Spec.-Gifted	3.00	3.00	3.29	3.43	4.00	4.12	4.13	4.28
Spec.-LD	3.00	4.00	3.86	4.30	4.78	4.15	4.30	4.50
Spec.-MR	3.00	4.00	4.00	4.29	4.67	3.85	4.26	4.27
Spec.-Multi. Handi.	3.00	4.00	4.00	4.40	4.67	4.21	4.25	4.47
Spec.-Reading	3.00	3.00	3.17	3.06	3.89	3.44	3.91	4.00
Speech Path./Audio.	3.00	--	3.50	3.67	4.44	4.22	3.71	4.27
COMPOSITE	2.95	3.16	3.15	3.44	3.43	3.18	3.45	3.49

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast. Alaska and Hawaii are not included in the Continental United States totals.

ASCUS Supply/Demand
January, 1986

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JANUARY, 1986 REPORT

7	8	9	Continental United States							
			1986*	1985	1984	1983	1982	1981	1976*	
4.00	4.00	3.00	3.23	3.11	3.44	4.02	4.36	4.46	4.06	Ag.
2.26	2.00	2.50	2.20	2.04	1.89	1.92	1.84	2.00	2.14	Art
4.27	3.58	4.14	4.27	4.12	4.04	3.83	4.13	4.10	--	Bil. Ed.
3.39	3.82	3.75	3.11	3.32	3.11	3.24	3.47	3.50	3.10	Bus.
4.27	4.21	4.29	4.22	4.37	4.34	--	--	--	--	Comp. Sci.
3.23	2.60	3.14	3.04	3.05	2.80	3.03	2.72	3.05	3.15	Couns.-El.
3.43	2.94	2.78	3.05	3.08	2.67	2.83	2.79	3.13	2.69	Couns.-Sec.
3.97	4.56	4.67	3.97	4.30	4.18	4.36	3.86	4.35	--	Data Proc.
2.67	2.33	3.00	2.46	2.65	2.61	2.94	2.77	2.87	2.44	Dr. Ed.
2.30	2.61	2.85	2.70	2.57	2.13	2.11	2.02	2.24	2.78	El.-Prim.
2.44	2.61	3.00	2.78	2.53	2.20	2.11	2.26	2.56	1.90	El.-Inter.
3.23	3.38	3.36	3.25	3.14	3.13	2.90	3.21	3.37	2.05	English
1.90	1.77	2.63	1.92	2.08	1.90	1.76	1.90	2.24	2.27	Health Ed.
2.73	3.50	3.00	2.51	2.79	2.43	2.44	2.43	2.54	2.62	Home Ec.
3.09	4.33	5.00	3.30	3.65	3.50	3.96	4.36	4.72	4.22	Ind. Arts
3.10	2.40	4.00	2.93	2.74	2.60	2.63	2.61	2.77	2.86	Journ.
3.61	3.11	3.60	3.34	3.31	3.00	2.59	2.49	2.58	2.15	French
3.57	2.83	3.25	3.26	3.11	3.08	2.51	2.48	2.58	2.03	German
3.88	3.32	3.50	3.64	3.43	3.18	2.77	2.68	2.95	2.47	Spanish
3.50	3.33	3.00	3.39	3.49	3.30	3.09	3.12	3.31	--	Libr. Sci.
4.65	4.48	4.70	4.55	4.71	4.78	4.75	4.81	4.79	3.86	Math
3.21	2.61	3.13	3.14	3.29	3.25	2.97	3.28	3.33	3.03	Instr.
3.04	2.44	3.13	2.95	3.19	3.00	2.89	2.95	3.06	3.00	Vocal
1.48	1.60	1.43	1.60	1.75	1.61	1.54	1.72	1.80	1.74	P. E.
3.69	3.36	3.25	3.43	3.65	2.98	3.19	3.56	3.70	3.09	Psych.
3.37	3.93	3.60	3.65	3.58	3.40	4.10	3.66	3.89	2.97	Biol.
4.52	4.31	4.70	4.40	4.42	4.25	4.30	3.13	4.42	3.72	Chem.
3.71	4.08	3.89	3.86	3.79	3.70	3.80	3.89	4.08	3.44	Earth
3.82	3.92	3.89	3.82	3.65	3.65	--	--	4.31	--	General
4.62	4.44	4.67	4.44	4.57	4.45	4.46	4.41	4.56	4.04	Physics
2.18	2.50	2.56	2.11	2.17	1.91	1.75	2.11	2.05	1.51	Soc. Sci.
3.06	2.60	2.50	2.77	2.81	2.33	2.27	2.34	--	--	Soc. Work
2.70	2.70	4.00	2.72	2.91	2.70	2.51	2.76	2.65	2.46	Speech
3.52	3.50	3.40	3.72	--	--	--	--	--	--	Deaf Ed.
4.37	3.79	3.89	4.20	4.02	3.84	4.08	3.98	4.22	3.42	ED/PSA
3.94	3.55	3.71	3.91	3.85	3.74	3.80	3.81	4.10	3.85	Gifted
4.31	3.77	3.88	4.23	3.95	3.98	4.09	4.20	4.74	4.00	LD
4.00	3.68	3.94	4.06	3.76	3.55	3.71	3.84	4.14	2.87	MR
4.28	3.94	3.94	4.25	3.94	3.77	3.82	3.93	4.13	--	MH
3.36	3.20	3.00	3.46	3.39	3.48	3.39	3.73	4.21	3.96	Reading
4.26	4.00	4.33	4.09	4.01	3.83	3.62	3.95	4.27	3.63	Sp./Aud.
3.42	3.34	3.47	3.38	3.36	3.19	3.14	3.20	3.39	--	COMP.

5 = Considerable Shortage, 4 = Some Shortage, 3 = Balanced, 2 = Some Surplus, 1 = Considerable Surplus

From October, 1985 survey of Teacher Placement Officers

James N. Akin
Kansas State University

*Mailings for the 1976 & 1986 reports included all teacher placement offices which were members of ASCUS.

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PARTICIPATING INSTITUTIONS - 1986

Abilene Christian Univ.
Adelphi University
Adrian College
Anderson College
Angelo State Univ.
Auburn University
Augusta College
Augustana College
Auraria Hi. Ed. Ctr.
Austin Peay State Univ.
Ball State University
Bethany College
Bloomsburg University
Boise State University
Boston College
Bowling Green State U.
Bradley University
Bridgewater State Coll.
Brigham Young Univ.
Cabrini College
CA State U-Dominguez H.
CA State U-Chico
CA State U-Fresno
CA State U-Hayward
CA State U-Long Beach
CA State U-Los Angeles
CA State U-Northridge
Calvin College
Cardinal Stritch College
Cedarville College
Central MI University
Clemson University
Coll. of Mt. St. Joseph
Coll. of St. Catherine
Colorado College
Colorado State Univ.
Columbia University
Concordia College
David Lipscomb College
Delaware State College
Duke University
Duquesne University
Eastern IL Univ.
Eastern KY Univ.
Eastern MI Univ.
Eastern MT College
Eastern NM Univ.
Eastern WA Univ.
Eastern School of Music
Emporia State University
Findlay College
Fitchburg State College
Frostburg State College
Grand Canyon College
Grand Valley State Coll.
Greenville College
Hope College
Houghton College
Humboldt State Univ.
Idaho State University
Illinois State Univ.
Indiana Central Univ.
Indiana State Univ.
Indiana University
Indiana Univ.-NW
James Madison Univ.
Kansas State University
Kean College of NJ
Kent State University
King's College
Kutztown University
Laredo State Univ.
Lawrence University
Leslie College
Livingston University
Lock Haven University
Long Island University
Louisiana State Univ.
MacMurray College
Manhattan College
Mansfield University
Marietta College
Marion College
Marshall University
Mary Washington Coll.
Marywood College
Memphis State Univ.
Miami University
Michigan State Univ.
Midwestern State Univ.
Millersville University
Montana State Univ.
Mount Union College
Nazareth College
New York University
North Central College
North Texas State U.
Northeastern Illinois U.
Northeastern State U.
Northern Arizona U.
Northern Illinois U.
Northern Kentucky U.
Northern Michigan U.
NW Missouri State U.
Notre Dame College
Oakland University
Occidental College
Ohio University
Ohio Wesleyan Univ.
Oklahoma State Univ.
Otterbein College
Pacific Lutheran Univ.
Phillips University
Plymouth State College
Portland State Univ.
Purdue University
Purdue Univ.-Calumet
Rhode Island College
Rio Grande College
Rockford College
Rutgers
St. Cloud State Univ.
St. Joseph College
St. Mary's College
St. Mary's University
St. Xavier College
Salisbury State College
San Diego State Univ.
San Jose State Univ.
Seattle University
Sesquehanna University
Slippery Rock Univ.
Sonoma State University
South Carolina State Coll.
Southern IL U-Cardondale
Southern IL U-Edwardsville
Springfield College
Stanford University
State U of NY-Brockport
State U of NY-Geneseo
State U Coll.-Oneonta
Stephan F. Austin State U
SUNY College at Buffalo
SUNY College at New Paltz
Temple University
Texas A&I University
Texas Christian Univ.
Texas Tech. University
Texas Woman's University
Transylvania University
Troy State University
Univ. of Akron
Univ. of Alaska
Univ. of Alabama
Univ. of Arizona
Univ. of Arkansas
Univ. of CA-Berkeley
Univ. of CA-Davis
Univ. of CA-Irvine
Univ. of CA-Los Angeles
Univ. of CA-Riverside
Univ. of CA-Santa Barbara
Univ. of Colorado
Univ. of Dayton
Univ. of Evansville
Univ. of Hawaii
Univ. of Houston-Clear Lake
Univ. of Illinois-Chicago

Univ. of Illinois-U-C
Univ. of Iowa
Univ. of Maine-Farmington
Univ. of Massachusetts
Univ. of Montana
Univ. of Mississippi
Univ. of Nevada
Univ. of New Mexico
Univ. of New Orleans
Univ. of NC-Chapel Hill
Univ. of NC-Greensboro
Univ. of NC-Wilmington
Univ. of Northern CO
Univ. of North Florida
Univ. of OK-Norman
Univ. of Rochester
Univ. of Southern CA-LA
Univ. of Southern CO
Univ. of Southern IN
Univ. of Southern ME
Univ. of Southern MS
Univ. of Steubenville
Univ. of TN-Chattanooga
Univ. of TN-Knoxville
Univ. of TX-Arlington
Univ. of TX-Austin
Univ. of TX-San Antonio
Univ. of TX-Tyler
Univ. of Toledo
Univ. of Vermont
Univ. of WA-Seattle
Univ. of WI-Green Bay
Univ. of WI-LaCrosse
Univ. of WI-Madison
Univ. of WI-Milwaukee
Univ. of WI-Oshkosh
Univ. of WI-Parkside
Univ. of WI-Platteville
Univ. of WI-River Falls
Univ. of WI-Stout
Univ. of WI-Superior
Univ. of WI-Whitewater
Univ. of Wyoming
Ursinus College
Utah State University
Valdosta State College
Valparaiso University
Vanderbilt University
Virginia Commonwealth Univ.
Washington State Univ.
Wayland Baptist Univ.
Wayne State University
Weber State College
West Chester University
Western Connecticut
Western State College
Westfield State College
Westminster College
Westmont College
Wheelock College
Wilmington College
Wittenberg University
Xavier University

The participation of representatives from the above institutions is appreciated as is that of others who did not identify themselves.

ASSOCIATION FOR SCHOOL, COLLEGE
AND UNIVERSITY STAFFING

Teacher Supply/Demand Survey Fall, 1985
for the 10th Annual Supply/Demand Report

This is an invitation to and a request that you provide input into our 10th Annual Supply/Demand Report. This effort is part of our continuing effort to gather information concerning teacher supply/demand on a national basis so that it can be shared with the total ASCUS membership, other professionals and the public in general.

Your assistance in completing and returning the questionnaire immediately will be greatly appreciated. PLEASE PROVIDE INFORMATION FROM YOUR OWN PERSPECTIVE AND ONLY AS CURRENTLY AVAILABLE: DO NOT DELAY YOUR RESPONSE TO "DIG OUT" INFORMATION. An addressed postage paid envelope is enclosed for your convenience, and to encourage an early return.

PLEASE CHECK THE MOST APPROPRIATE RESPONSE IN EACH COLUMN.

1. In general terms how available were employment opportunities for elementary and secondary teachers for the 1985-86 teaching year (last completed placement season) compared to those one year earlier?

Elementary:	Secondary:
( ) much better	( ) much better
( ) better	( ) better
( ) same	( ) same
( ) worse	( ) worse
( ) much worse	( ) much worse

2. In general terms how available were employment opportunities for elementary and secondary teachers for the 1985-86 teaching year (last completed placement season) compared to those four years earlier (1981-82)?

Elementary:	Secondary:
( ) much better	( ) much better
( ) better	( ) better
( ) same	( ) same
( ) worse	( ) worse
( ) much worse	( ) much worse

3. In general terms as compared to one year earlier, how do you expect employment opportunities to be for elementary and secondary teachers for the approaching 1986-87 teaching year (current placement season)?

Elementary:	Secondary:
( ) much better	( ) much better
( ) better	( ) better
( ) same	( ) same
( ) worse	( ) worse
( ) much worse	( ) much worse

4. Which month is heaviest in teacher vacancy reporting in your office?

Special Education _____ Elementary _____ Secondary _____

5. Please categorize teacher fields in terms of the supply of available candidates as per demand in the indicated fields:

   a = Considerable shortage
   b = Slight shortage
   c = Balanced field
   d = Slight surplus
   e = Considerable surplus
   f = Not applicable to this Institution

	a	b	c	d	e	f
Agriculture						
Art						
Bilingual Ed.						
Business						
Computer Science						
Counselor-Elem.						
Counselor-Sec.						
Data Processing						
Driver Ed.						
Elementary-Primary						
Elementary-Intermediate						
English						
Health Education						
Home Economics						
Industrial Arts						
Journalism						
Language, Mod.-French						
Language, Mod.-German						
Language, Mod.-Spanish						
Language, Mod.-(other)						
Library Science						
Math						
Music-Instr.						
Music-Vocal						
Physical Education						
Psychologist (school)						
Science-Biology						
Science-Chemistry						
Science-Earth						
Science-General						
Science-Physics						
Science-(other)						
Social Sciences						
Social Worker (school)						
Speech						
Spec.-Deaf Education						
Spec.-Emotionally Disturbed						
Spec.-Gifted						
Spec.-Learning Disability						
Spec.-Mentally Handicapped						
Spec.-Multiply Handicapped						
Spec.-Reading						
Spec.-(other)						
Speech Path./Audiology						
Other (specify)						
Other (specify)						

6. Please indicate the average beginning salary for your graduates in special education, elementary and secondary education for the indicated teaching year.

	Special Education		Elementary/Secondary	
	Bachelors	Masters	Bachelors	Masters
1985-86	_____	_____	_____	_____

7. Compared to two years earlier, please indicate change in the number of new teacher candidates meeting certification requirements at your institution last year:

_____ Approximately the same number, within 5% of two years earlier

_____ 5% to 10% increase last year

_____ 5% to 10% decrease last year

_____ Greater than 10% increase last year

_____ Greater than 10% decrease last year

8. Please estimate the percent of the new secondary candidates from your institution who are men, women and minorities:

_____ % Men _____ % Women _____ % Minorities

9. Please estimate the percent of the new elementary candidates from your institution who are men, women and minorities:

_____ % Men _____ % Women _____ % Minorities

10. Please estimate the percent of new special education candidates from your institution who are men, women and minorities:

_____ % Men _____ % Women _____ % Minorities

11. Please comment on the general supply/demand in your region &/or on a national basis:

_____

_____

Reporting institution and location:

_____

Reported by _____ Title _____

Address _____

_____

Please return in the enclosed postage paid envelope by NOVEMBER 15.

TO: Jim Akin, Career Planning and Placement Center
Holtz Hall, Kansas State University
Manhattan, KS 66506

THANKS!!